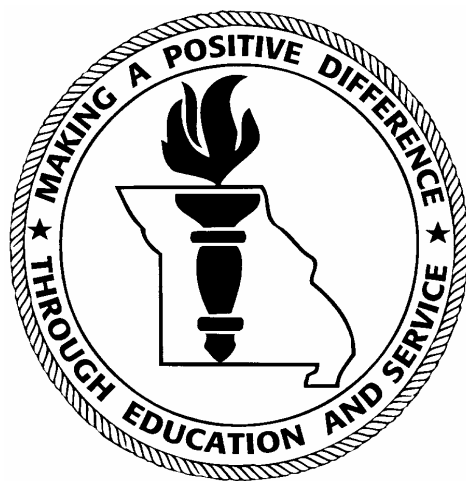


# **Guidelines for Performance-Based Principal Evaluation**



**2003**  
**Missouri Department of Elementary  
and Secondary Education  
Administrator Evaluation Committee**


## Foreword

We are excited and proud to introduce you to the new Performance Based Principals Evaluation Model (PBPE). Many organizations, individuals, consultants, higher education representatives and department members spent countless hours developing and field testing this outstanding model during the last two years. During the first phase of the project, the Committee reviewed and studied national models of administrator's performance assessment along with conducting an extensive literature review. In the second phase of the project, after the first draft was introduced, we field-tested the PBPE process in over thirty school districts. Feedback from the field-testing was utilized in completing the final document.


We are now ready to disseminate this recommended principal evaluation process to school districts and practitioners. Our hope is that local districts will adapt or adopt this model for their use. This system enhances the opportunity for local school leaders to maintain sustained dialogues about leadership competence and the responsibilities of school leaders to influence student success.

Our Missouri model represents the latest thinking and research on administrator's development and evaluation. The three integral parts of this model are: (a) the Interstate School Leaders Licensure Consortium (ISLLC) Standards, (b) the School Improvement Program (SIP), and (c) the Professional Learning Plan (PLP). When blended together, these three segments provide the basis for sustained professional development and a viable format for leader evaluation. Enhanced leader competence throughout your district and across the state should result from the effective implementation of this new leader evaluation process.

The design team wants to thank you for considering the implementation of this new PBPE model. If you have any feedback or need additional information as you develop your district's principal evaluation process, don't hesitate to contact our office.



Dr. Charles Brown, Assistant Commissioner  
Teacher Quality and Urban Education



Dr. Douglas G. Miller, Coordinator  
Professional Development/Leadership Academy

## Acknowledgements

Missouri first passed legislation in 1985 which required districts to implement a performance-based administration evaluation process. At that time guidelines and procedures were developed. Those guidelines and procedures needed to be updated to meet the new requirements and expectations for today's school leaders. In April 2001, a statewide committee made up of administrators at all levels (state, university, alternative education, special education, career and technical education, central office, superintendents, principals, directors), plus personnel from the administrators' associations, teachers' associations, parent association and school board association, convened for that purpose. After many meetings and much deliberation, drawing upon the latest research and proven-effective evaluation and growth strategies for administrators, a document was produced. A pilot study was then conducted and appropriate changes made. The culmination of the efforts put forth by the committee are contained in the following pages.

The Department of Elementary and Secondary Education gratefully acknowledges the work of the Performance-Based Administrator Evaluation Committee members as follows:

Dr. Bob Buchanan, Education Administration Dept. Southeast Missouri State University	Dr. Jim King, Executive Director MO Association of Secondary School Principals
Ms. Kerry Crist, Director Missouri School Board Association	Mr. Bob Larivee, Executive Director MO Council for Career & Technical Admin.
Mr. Floyd Crues, Executive Director St. Louis School District	Dr. Mike Lucas, Director Department of Elementary & Secondary Ed.
Ms. Sherry Davis, Past President MO Congress of Parents & Teachers	Ms. Mary Magnusson, Principal Odessa Middle School
Mr. Stan Elliott, Principal Lee's Summit North High School	Mr. Gary Manford, Supervisor Department of Elementary & Secondary Ed.
Ms. Luanna Gifford, President MO Federation of Teachers & School Related Personnel	Mr. Steve McDannold, President MO Council of Administrators of Special Ed.
Dr. Joanie Hartnett, Director, Professional Dev. Independence School District	Dr. Doug Miller, Coordinator Department of Elementary & Secondary Ed.
Mr. Kent King, Executive Director MO State Teachers Association	Dr. Tom Morgan, Assistant Superintendent Pattonville School District

Dr. John Oldani, Executive Director  
Cooperating School Districts of St. Louis

Mr. Mike Otto, Principal  
Garden Elementary at Park Hill

Ms. Faye Peters, Executive Director  
MO Association of Elementary Principals

Ms. Betty Porter-Walls, Director  
MO Association of Elementary Principals

Dr. Ann Russek, Executive Director  
St. Louis Public Schools

Ms. Carol Schmooch, Assistant Executive Director  
MO National Education Association

Dr. Scotty Scott, Associate Professor  
St. Louis University

Mr. Gary Sharpe, Executive Director  
MO Association of School Administrators

Mr. Verlin Tyler, Superintendent  
Spokane RVII School District

Dr. Jim Walter, Executive Secretary  
MO Professor of Educational Administrators

Mr. Mike Willard, Executive Director  
Show Me Curriculum Administrators Asso.

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Dr. Robert Bell, Committee Chairman  
Department of Elementary and Secondary Education

Dr. Jerry Valentine, Consultant  
University of MO Columbia

Document Facilitator  
Dr. Mark Miles, Grad Assistant  
University of MO, Columbia

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# Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a Performance-Based Principal Evaluation (PBPE) program. Adopted by the Missouri Legislature in 1985, the law also requires the Missouri Department of Elementary and Secondary Education to provide suggested procedures for administrator evaluation.

*Section 168.410. School administrators and school district superintendents shall be evaluated in the following manner:*

- (1) The board of education of each school district shall cause a comprehensive performance-based evaluation for each administrator employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.*
- (2) All evaluations shall be maintained in the respective administrator's personnel file at the office of the board of education of the school district. A copy of each evaluation shall be provided to the person being evaluated and to the appropriate administrator.*
- (3) The state department of elementary and secondary education shall provide suggested procedures for the evaluations performed under this section.*

*(L. 1985 H.B. 463)*

## Executive Summary

This manual contains the philosophy and procedures of the Missouri Department of Elementary and Secondary Education's Performance-Based Principal Evaluation Model. This evaluation model is a reflection of the most recent research and knowledge about school leadership and leader evaluation. It represents the work of a state advisory committee to link Performance-Based Principal Evaluation with the Interstate School Leaders Licensure Consortium Standards (ISLLC) for school leadership and administrator professional development.

The state advisory committee considered the direct testimony of experts to develop an evaluation model appropriate to the roles and responsibilities of highly effective school administrators. This model may be used to effectively evaluate administrator performance while encouraging personal reflection and professional growth.

This administrator evaluation model:

- facilitates personal goal setting by the administrator and his/her supervisor;
- acknowledges administrator progress toward accomplishment of school improvement goals;
- maintains a focus on continuous personal and professional growth;
- encourages mentoring and coaching relationships with other administrators; and
- incorporates multiple measures of student success as well as perception data from organizational stakeholders.

# Philosophy

Alignment of the PBPE with other state initiatives is critical as the process of leader preparation, induction, and development moves from preparation institution to practice. The ISLLC Standards provide the framework for leader development throughout the state, serving as the basis for preparation program approval, national program accreditation, individual certification and licensure, portfolio re-licensure, and professional development. It follows that the administrator evaluation process be guided by the same standards.

The effective implementation of PBPE assures the public of quality school leadership at the building, district, and state level. As a result of this state-wide effort to enhance leadership capacity, the following outcomes should be influenced:

**Personal Growth** – Individual school leaders demonstrate professional growth through participation in a quality performance-based, developmental approach to evaluation. Individuals grow professionally through self-reflection, goal setting, and the use of support systems that foster continued growth from entry through retirement.

**School Improvement and Student Achievement** – Schools with more competent leaders provide better academic and non-academic educational experiences for their respective schools. Perception data from parents, patrons, students, and staff and a variety of measures of student success document this impact.

**Systemic Growth across the District** – School districts with more competent district and building leaders provide better academic and non-academic experiences for students across all the schools within the system. At each school and across the district a variety of measures of student success and perception data from parents, patrons, students, and staff document this impact.

**Systemic Growth across the State** – Administrator evaluation processes coupled with other statewide preparation-program and development efforts that foster continued growth and development of district and school leaders improve the comprehensive picture of education across the state. In addition, because Missouri continues to be at the fore in the areas of state-wide processes for leader preparation, evaluation, and development, the policies and practices established in Missouri influence those in numerous other states, thus broadening the impact of Missouri's efforts beyond the borders of our state.

These four potential outcomes parallel the stages of growth through which highly effective educational leaders progress.

## Guiding Principles

The following principles are offered to school districts as they begin developing their own PBPE process. Each district must establish procedural rights based upon local school district policy and school law. This model does not establish procedural rights for the evaluation process.

- Whereas evaluation may be cyclical, professional growth is ongoing and continuous.
- Growth occurs in a collaborative culture where professionals learn and grow together.
- Various levels of experience and job responsibilities require differing levels of support by others.
- The self-reflective practitioner is knowledgeable of and proficient in gathering and analyzing multiple measures of feedback and data.
- Ownership of one's individual growth plan produces best results.
- Trust is a foundational piece that is essential to growth.
- Performance assessment should reinforce the significant role of learning in the school.
- Educational leaders must demonstrate competence as the instructional leaders of the school.
- The evaluation process should correlate with the school improvement process.
- Honest communication and interpersonal skills are essential to professional improvement.
- Principals must provide the leadership for collaborative discussions that establish goals and objectives.
- Performance evaluation should affirm the value of the role of principal as the key school-level leader.

To effectively implement these evaluation principles, the school district's PBPE system should be based upon established standards of leader performance and:

- use multiple measures to assess performance;
- use knowledgeable, fair decision-makers as evaluators;
- provide data for reflection and growth;
- focus upon a limited number of professional goals;
- foster self-diagnosis, self-reflection, and self-correction;
- be flexible enough to account for the varying complexities of the role; and,
- acknowledge the various career stages of the principalship.



## **Process Development**

A local district committee should be created to develop the district's PBPE process. The committee should include board members, teachers, and administrators with representation across the elementary, middle, and secondary levels. A majority of the committee should be comprised of those who would be evaluated (e.g. administrators). After careful study of evaluation processes, including this state model, the committee should recommend an evaluation process to the school board that includes timelines, policies, and procedures.

### **Training**

The successful implementation of any evaluation system requires training for all persons directly affected by the process. Awareness training is important for teachers and school board members while in-depth training is required for those responsible for implementing the system (i.e. superintendents, principals, etc.). A training-of-trainers model would develop a cadre of certified trainers available throughout the state who could present both awareness and in-depth training. The Regional Professional Development Centers (RPDCs) across Missouri will provide both levels of training on a regular basis in their respective regions. Certified trainers would include members of professional organizations involved in the preparation and ongoing development of school administrators (e.g. MASSP, MAESP, MASA, MACTE, MPEA, RPDCs, and DESE Leadership Academy staff).

In-depth training must consist of both the procedures for PBPE as well as the underlying principles of effective school leadership and continuous improvement. If a district uses the state model or a process similar to the state model, the superintendent of the district is responsible to ensure that each evaluator and principal has participated in an in-depth staff development for administrator evaluation, such as those provided by the RPDCs. If a district utilizes an evaluative process that is significantly different from the recommended state model, the superintendent of the district is responsible to ensure that district evaluators and principals are effectively trained in the implementation of the district system and that the model addresses the principles and practices described in the previous section of this manual.

# Evaluation Process

This section provides an explanation of the recommended procedures for principal evaluation. It includes sections for first- and second-year principals, principals beyond the first two years, and explanations of the evaluation forms.

## **Principal Evaluation—Years 1 and 2**

Across the state of Missouri, the ISLLC Standards have become the basis for school leader preparation, staff development, and re-certification. This recommended evaluation process utilizes the six ISLLC standards as a basis for defining basic principal skills. At the beginning of employment and continuing on a regular basis throughout the school year, the principal and his/her supervisor should discuss each standard and work toward a common understanding of the supervisor's expectations for the principal's performance on each standard.

Principals are ultimately responsible for the accomplishment of school goals as stated in the school improvement plan. At the beginning of employment and continuing thereafter, the principal and supervisor must maintain a regular dialogue about the accomplishment of the school's goals.

As soon as possible after the principal begins a new position, the principal and supervisor should begin discussions about district and school goals and the capacity of the principal to accomplish school goals and meet the performance expectations related to ISLLC standards. The Professional Learning Plan Worksheet (Form C-1) provides the basis for the principal's professional goals and the strategies to accomplish those professional goals. The worksheet should be completed no later than October 1 of the initial year and by July 1 of the second year. Thereafter, the plan should be reviewed, discussed, and refined as appropriate on a regular basis.

The principal and supervisor should periodically identify and collect data that add to their understanding of the principal's (a) leadership competence, (b) accomplishment of school goals, and (c) accomplishment of the professional plan. Such data are important to the principal in the self-reflection process and to the supervisor in the process of formulating judgments for the summative evaluation. Therefore, principals are encouraged to seek insight from groups such as faculty, staff, parents, students, and supervisors about their performance and the success of their school.

Prior to March 1 for each of the first two years, a Comprehensive Summative Evaluation Report (Form D) should be completed. The report should be based upon the evaluations of the principal's professional competence per the ISLLC Standards Summative Evaluation (Form A), the accomplishment of the goals identified in the School Improvement Plan Summative Evaluation (Form B), and the accomplishment of the professional goals established in the principal's Professional Learning Plan Summative Evaluation (Form C-2). For each summative area (ISLLC competencies, school goals, and professional plan) a self-evaluation should be completed by the principal and discussed with the supervisor prior to the completion of the summative forms. Following the completion of the three summative evaluation forms, the supervisor should prepare a written synthesis of performance and a formal written recommendation about employment using the Comprehensive Summative Evaluation Report (Form D). Annual evaluations are recommended during the first two years of employment but additional summative evaluations may be conducted at the discretion of the principal's supervisor or the request of the principal.

### **Principal Evaluation – Subsequent Years**

After the first two years of employment as a principal in a district, the evaluation cycle should move to a two-year time frame. Principals and supervisors should maintain a regular dialogue about the principal's performance on the ISLLC Standards and the accomplishment of school goals. The establishment of professional goals using the Professional Learning Plan Worksheet (Form C-1) should occur during the spring or summer and be completed no later than July 1 of each year. Dialogue about progress toward the accomplishment of the professional plan should be continuous throughout each school year.

The summative evaluation process for principals with more than two years service is a two-year cycle. The summative process should include self-evaluation and supervisor evaluation with dialogue about performance on the ISLLC Standards (Form A), accomplishment of school goals (Form B), accomplishment of professional goals (Form C-2) and the completion of the Comprehensive Summative Evaluation Report (Form D). The process should be completed prior to March 1 during the second year of the two-year cycle. Biennial evaluations are recommended but additional summative evaluations may be conducted at the discretion of the principal's supervisor or the request of the principal. When the evaluation process is biennial, the data, discussions, and decisions should reflect both years of work.

The evaluation process should be responsive to differing levels of experience and competence as individuals move through stages in their leadership careers. Throughout the evaluation process, self-reflection should be emphasized. As feasible, the reflective process should be based upon the individual's personal job role and data related to that role. Data should be collected from important groups with whom the principal works, including faculty, staff, parents, students, and supervisors. Principals and supervisors should work collaboratively to identify data pertinent to the reflective process. Such data might include, but not be limited to, student performance, teacher and parent perceptions of leader competence, school climate and culture, etc. All sources of data may be compiled along with a principal's goals into a professional portfolio, which could be used with the evaluation process and certification renewal as appropriate.

### **Evaluation Forms**

The implementation of this evaluation process recommends the use of a summative evaluation form for basic competency on the ISLLC Standards, an evaluation form for assessing accomplishment of school goals, and an evaluation form for the accomplishment of the goals identified on the principal's professional plan. The process also recommends the use of a comprehensive summative report that synthesizes the ratings of those three areas into an employment recommendation. Also provided is a worksheet for development of the principal's goals for the professional plan. All recommended forms are presented in Appendix B.

**Form A: ISLLC Standards Evaluation Form.** The supervisor and the principal use the form to document the principal's competence on each section (A-1 through A-6) of the Interstate School Leader Licensure Consortium Standards. The principal completes the narrative self-evaluation sections of the form and discusses those assessments with the supervisor. The supervisor then completes the evaluations for each section, using the scale provided on each form to record summative judgments. Form A, sections A-1 through A-6, should be completed by March 1 and used in conjunction with the School Improvement Plan Summative Evaluation and the Professional Learning Plan Summative Evaluation to establish a composite performance evaluation rating and employment recommendation on the Comprehensive Summative

Evaluation Report. Summative evaluations may be conducted more frequently at the discretion of the principal's supervisor or the request of the principal. Performance rated as "Not Accomplished" or "Marginally Accomplished" should be preceded by efforts to improve that performance through the goals and strategies identified in the Professional Learning Plan.

**Form B: School Improvement Plan Summative Evaluation.** Every school principal is responsible for the development and accomplishment of school goals as defined in the School Improvement Plan. The principal completes the self-assessment sections of the form and discusses the assessments with the supervisor. The supervisor then completes the supervisor's section of the form. Form B should be completed by March 1 and used in conjunction with the ISLLC Standards Summative Evaluation and the Professional Learning Plan Summative Evaluation to establish a composite performance evaluation and job recommendation on the Comprehensive Summative Evaluation Report. Summative evaluations may be conducted more frequently at the discretion of the principal's supervisor or the request of the principal.

**Forms C-1 and C-2: Professional Learning Plan Forms.** Two forms are provided for the Professional Learning Plan portion of the evaluation process. Form C-1, the Professional Learning Plan Worksheet, provides a format for the principal and supervisor to discuss and then develop goals for the professional growth of the principal. Each goal should be related to an ISLLC competence and/or a school improvement goal. Anticipated evidence of success and projected completion dates should be identified. During the first year, the worksheet should be completed by October 1. In subsequent years, the worksheet should be completed each year by July 1.

Form C-2, the Professional Learning Plan Summative Evaluation, provides the basis for evaluating the degree to which the principal has accomplished each of the goals in the principal's growth plan. The principal completes the self-assessment sections of the form and discusses the assessments with the supervisor. The supervisor then completes the supervisor's section of the form. Form C-2 should be completed by March 1 and used in conjunction with the ISLLC Standards Summative Evaluation and the School Improvement Plan Summative Evaluation to establish a composite performance evaluation and employment recommendation on the Comprehensive Summative Evaluation Report. Summative evaluations may be conducted more frequently at the discretion of the principal's supervisor or the request of the principal.

**Form D: Comprehensive Summative Evaluation Report.** The supervisor is responsible for synthesizing the evaluation components of performance on standards, achievement of school goals, and professional growth into a composite evaluation and an employment recommendation using the Comprehensive Summative Evaluation Report. The Comprehensive Summative Evaluation Report should be completed prior to March 1 each of the first two years and every other year during the subsequent years. Summative evaluations may be conducted more frequently at the discretion of the principal's supervisor or the request of the principal.

### **Suggested Types of Performance Data**

Principals and supervisors should collaborate and identify various types of data that inform the self-reflection and evaluation process. Data should be collected periodically from important groups including faculty, staff, parents, students, and supervisors. The data might include, but not be limited to, student performance, surveys of teachers and parents about leadership, school climate or school culture. The data may be compiled with a principal's goals into a professional portfolio. The portfolio can be used with the evaluation process and certification renewal as appropriate.

Other forms of data that should be considered in the self-reflection and evaluation processes include:

- Attendance
- Drop-out rates
- MAP scores
- Discipline referrals
- National standardized tests (e.g. ACT, SAT, PLAN, Stanford 9, Terra Nova)
- Parent participation in school processes
- Graduation rates
- Suspension rates
- Course failure rates
- Contextual demographic data
- Perceptual data from various groups

### **Appendices and Supplemental Resources**

For a summary outline of this evaluation process and related timeline, see Appendix A. The evaluation forms that accompany this recommended process are provided in Appendix B.

Copies of the ISLLC Standards and examples of rubrics related to the ISLLC Standards can be obtained through Missouri's Regional Professional Development Centers or over the Internet site of the Missouri Professors of Educational Administration.

Following are recommended resources for the processes recommended in this Missouri model for principal evaluation.

Karen Hessel, and John Holloway (2002). *A Framework for School Leaders: Linking the ISLLC Standards to Practice*. Princeton, N. J.: Educational Testing Service.

Council of Chief State School Officers. (1996). *Interstate School Leaders Licensure Consortium Standards for School Leaders*. Washington, D. C.

National Association of Elementary School Principals. (2001). *NAESP Standards for What Principals Should Know and Be Able to Do*. 1615 Duke Street, Alexandria, Virginia 22314-3483.

Council of Chief State School Officers in Partnership With the National Policy Board for Education Administration. *Standards Based Professional Development for School Leaders/Collaborative Professional Development Process for School Leaders*. One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431.

## **Appendix A**

### **Summary Outline of PBPE Evaluation Process and Timeline**

## PBPE Process and Timeline

	Year 1	Year 2	Years 3 & 5	Years 4 & 6
I. ISLLC Standards (Form A)			(non-summative evaluation yrs)	
(1) Dialogue about personal competence	Employ—9/30			
(2) Dialogue about supervisor expectations	Employ – 9/30			
(3) Continue dialogue about personal competence	10/1—6/30	7/1—2/28	7/1—6/30	7/1—2/28
(4) Continue dialogue about supervisor expectations	10/1—6/30	7/1—2/28	7/1—6/30	7/1—2/28
(5) Principal self-evaluation on ISLLC Standards (Form A)	January or February	January or February	January or February	January or February
(6) Supervisor evaluation on ISLLC standards (Form A)	By March 1	By March 1		By March 1
(7) Continue dialogue about personal competence	3/1—6/30	3/1—6/30		3/1—6/30
(8) Supervisor conducts summative evaluation if needed			When Needed	
II. School Improvement Plan Goals (Form B)				
(1) Dialogue about school goals	Employ—9/30			
(2) Dialogue about principal’s and supervisor’s expectations	Employ—9/30			
(3) Goals on Form B are to be established	By October 1	By July 1	By July 1	By July 1
(4) Continue dialogue about school goals and expectations	10/1—6/30	7/1—2/28	7/1—6/30	7/1—2/28
(5) Continue dialogue about principal’s/supervisor’s expectations	10/1—6/30	7/1—2/28	7/1—6/30	7/1—2/28
(6) Principal self-evaluation of school improvement goals (Form B)	January or February	January or February	January or February	January or February
(7) Supervisor evaluation on school improvement plan goals (Form B)	By March 1	By March 1		By March 1
(8) Continue dialogue about school improvement plan goals	3/1—6/30	3/1—6/30		3/1—6/30
(9) Supervisor conducts summative evaluation if needed			When Needed	
III. Professional Learning Plan (Form C-1)				
(1) Dialogue about relationship between personal competence, school goals and professional goals	Employ—9/30			
(2) Develop professional goals (Form C-1 worksheet)	Employ—9/30	By July 1	By July 1	By July 1
(3) Review with and receive supervisor input on Professional Learning Plan	By October 1	By July 1	By July 1	By July 1
(4) Continue dialogue about relationship between personal competence, school goals and professional goals	10/1—6/30	8/1—2/28	8/1—6/30	8/1—2/28
(5) Principal self-evaluation on Professional Learning Plan Goals (Form C-2)	January or February	January or February	January or February	January or February
(6) Supervisor evaluation on Professional Learning Plan Goals (Form C-2)	By March 1	By March 1		By March 1
(7) Continue dialogue about relationship between personal competence, school goals and professional goals	3/1—6/30	3/1—6/30		3/1—6/30
(8) Supervisor conducts summative evaluation if needed			When Needed	
IV. Summative Evaluation Report (Form D)				
(1) Supervisor conducts summative evaluation report	By March 1	By March 1		By March 1
(2) Supervisor conducts summative evaluation report if needed			When Needed	

# **Appendix B**

## **Evaluation Forms**



## Form A-1: ISLLC Standard 1 Summative Evaluation

To be completed by March 1, this form serves as the summative evaluation form for the ISLLC Standards and is used in conjunction with the School Improvement Plan and the Professional Learning Plan summative evaluation forms to establish a comprehensive performance evaluation.

**Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The effective principal:**

- 1.1 Uses research about best professional practice.
- 1.2 Recognizes the uniqueness and educability of each learner in a pluralistic society.
- 1.3 Plans for continuous, comprehensive, systemic school improvement.
- 1.4 Uses data for vision-driven change.
- 1.5 Promotes personal reflection (open to continuous review and revision through thoughtful study of one's beliefs and practices).
- 1.6 Uses fundamental principles of interpersonal communication, consensus building, conflict resolution, and organization change.

**Narrative (Self-Evaluation):**

Supervisor Rating: (Circle)      Not Accomplished\*      Marginally Accomplished\*      Mostly Accomplished      Accomplished

**Narrative (Supervisor Evaluation):**

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of "Not Accomplished" or "Marginally Accomplished" should be preceded by efforts to improve as identified in the Professional Learning Plan.

## Form A-2: ISLLC Standard 2 Summative Evaluation

To be completed by March 1, this form serves as the summative evaluation form for the ISLLC Standards and is used in conjunction with the School Improvement Plan and the Professional Learning Plan summative evaluation forms to establish a comprehensive performance evaluation.

**Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The effective principal:**

- 2.1 Identifies and codifies varied instructional strategies.
- 2.2 Supports a culture for a caring school community.
- 2.3 Uses student assessment grounded in the belief that each student can learn.
- 2.4 Uses student data that improve instruction.
- 2.5 Develops, evaluates, and refines curriculum.
- 2.6 Plans professional development for staff.
- 2.7 Assesses the level of commitment to life-long learning of staff and students.
- 2.8 Assesses the nature of a school's climate and culture.

**Narrative (Self-Evaluation):**

Supervisor	Not	Marginally	Mostly	Accomplished
Rating: <i>(Circle)</i>	Accomplished*	Accomplished*	Accomplished	
<b>Narrative (Supervisor Evaluation):</b>				

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of "Not Accomplished" or "Marginally Accomplished" should be preceded by efforts to improve as identified in the Professional Learning Plan.

### Form A-3: ISLLC Standard 3 Summative Evaluation

To be completed by March 1, this form serves as the summative evaluation form for the ISLLC Standards and is used in conjunction with the School Improvement Plan and the Professional Learning Plan summative evaluation forms to establish a comprehensive performance evaluation.

**Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. The effective principal:**

- 3.1 Uses varied principles, theories, and models of management that support effective learning and teaching.
- 3.2 Analyzes the operations procedures in a school.
- 3.3 Involves stakeholders in management decision-making through consensus building.
- 3.4 Stimulates building budget development.
- 3.5 Utilizes human resources across the facility.
- 3.6 Addresses confidentiality and privacy issues.
- 3.7 Analyzes safety and accessibility of the school environment.
- 3.8 Uses technology to manage school operations.

**Narrative (Self-Evaluation):**

Supervisor  
Rating: *(Circle)*      Not Accomplished\*      Marginally Accomplished\*      Mostly Accomplished      Accomplished

**Narrative (Supervisor Evaluation):**

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of “Not Accomplished” or “Marginally Accomplished” should be preceded by efforts to improve as identified in the Professional Learning Plan.

## Form A-4: ISLLC Standard 4 Summative Evaluation

To be completed by March 1, this form serves as the summative evaluation form for the ISLLC Standards and is used in conjunction with the School Improvement Plan and the Professional Learning Plan summative evaluation forms to establish a comprehensive performance evaluation.

**Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community interests and needs, and mobilizing community resources. The effective principal:**

- 4.1 Fosters the involvement of the community in the educational programs of the school.
- 4.2 Fosters the involvement of the school in the life of the community.
- 4.3 Fosters the involvement of families in the educational programs of the school.
- 4.4 Fosters collaboration and communication among members of the school and school community.
- 4.5 Demonstrates diversity is valued.

**Narrative (Self-Evaluation):**

Supervisor Rating: (Circle)      Not Accomplished\*      Marginally Accomplished\*      Mostly Accomplished      Accomplished

**Narrative (Supervisor Evaluation):**

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of “Not Accomplished” or “Marginally Accomplished” should be preceded by efforts to improve as identified in the Professional Learning Plan.

## Form A-5: ISLLC Standard 5 Summative Evaluation

To be completed by March 1, this form serves as the summative evaluation form for the ISLLC Standards and is used in conjunction with the School Improvement Plan and the Professional Learning Plan summative evaluation forms to establish a comprehensive performance evaluation.

**Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. The effective principal:**

- 5.1 Develops a personal code of ethics.
- 5.2 Assesses the level of trust in a school setting.
- 5.3 Examines the prevailing nature of values in the school community.
- 5.4 Examines the essence of how school leaders treat people (e.g. with respect, courtesy, fairness, and equity).
- 5.5 Demonstrates ethical decision-making.

**Narrative (Self-Evaluation):**

Supervisor Rating: (Circle)      Not Accomplished\*      Marginally Accomplished\*      Mostly Accomplished      Accomplished

**Narrative (Supervisor Evaluation):**

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of “Not Accomplished” or “Marginally Accomplished” should be preceded by efforts to improve as identified in the Professional Learning Plan.

## Form A-6: ISLLC Standard 6 Summative Evaluation

To be completed by March 1, this form serves as the summative evaluation form for the ISLLC Standards and is used in conjunction with the School Improvement Plan and the Professional Learning Plan summative evaluation forms to establish a comprehensive performance evaluation.

**Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The effective principal:**

6.1 Promotes open and ongoing communication with community types concerning trends, issues, and potential changes.

6.2 Develops school policies and regulations consistent with local, state, and federal laws.

**Narrative (Self-Evaluation):**

Supervisor Rating: (Circle)      Not Accomplished\*      Marginally Accomplished\*      Mostly Accomplished      Accomplished

**Narrative (Supervisor Evaluation):**

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of "Not Accomplished" or "Marginally Accomplished" should be preceded by efforts to improve as identified in the Professional Learning Plan.

## Form B: School Improvement Plan Summative Evaluation

Every school principal is responsible for the development and accomplishment of school goals as defined in the School Improvement Plan. To be completed by March 1, this form is used by the supervisor and principal for the evaluation of accomplishment of the School Improvement Plan goals. It is used in conjunction with the ISLLC Summative Evaluation Form and the Professional Learning Plan Summative Evaluation Form to establish a comprehensive performance evaluation.

School Improvement Plan Goals	Self-Assessment	Supervisor Assessment
1.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
2.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
3.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
4.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
<b>Narrative Self-Assessment:</b>		

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of “Not Accomplished” or “Marginally Accomplished” should be preceded by efforts to improve as identified in the Professional Learning Plan.

## Form C-1: Professional Learning Plan Worksheet

The principal and supervisor use this worksheet for the development of the principal's Professional Learning Plan goals and related strategies for accomplishing the goals. Use a separate worksheet for each goal. This form should be used in conjunction with the Form C-2: Professional Learning Plan Summative Form. This worksheet should be completed by October 1 during the first year and by July 1 during subsequent years.

<b>Goal Statement:</b>				
Strategies	Correlation w/ <u>ISLLC</u> <u>SIP Goal</u>		Indicators of Success	Projected Completion Date

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of "Not Accomplished" or "Marginally Accomplished" should be preceded by efforts to improve as identified in the Professional Learning Plan.

Note: It is recommended that no more than four goals be addressed during an evaluation cycle.



## Form C-2: Professional Learning Plan Summative Evaluation

The principal and supervisor use this form for the evaluation of the principal's Professional Learning Plan. To be completed by March 1, it serves as the summative evaluation form for the Professional Learning Plan and is used in conjunction with the ISLLC summative evaluation and the School Improvement summative evaluation forms to establish a comprehensive performance evaluation.

Professional Learning Plan Goals	Self-Assessment	Supervisor Assessment
1.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
2.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
3.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
4.	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished	<input type="checkbox"/> No progress <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Completely accomplished
<b>Narrative Self-Assessment:</b>		

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed.

\*A summative rating of "Not Accomplished" or "Marginally Accomplished" should be preceded by efforts to improve as identified in the Professional Learning Plan.

Note: It is recommended that no more than four goals be addressed during an evaluation cycle.

## Form D: Comprehensive Summative Evaluation Report

The supervisor uses this form to synthesize the evaluation process and make an employment recommendation. This form and related recommendation should be completed by March 1.

### Section A: ISLLC Standards

### Section B: School Improvement Goals

### Section C: Professional Learning Plan Goals

**Supervisor's Employment Recommendation:**      **Renewal of Contract**      **Non-renewal of Contract**

\_\_\_\_\_  
Administrator Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

Signatures indicate the information related to this evaluation has been discussed. If desired, the principal may prepare written comments relative to this evaluation. Those comments will be appended to this Report if they are provided to the supervisor within three calendar days and the comments include a written request that they be appended.